



Redesigning Equality and Scientific Excellence Together



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RESET aims to address the challenge of Gender Equality in Research Institutions in a diversity perspective, with the objective to design and implement a user-centered, impact-driven and inclusive vision of scientific excellence.

Consortium partners





Redesigning
Equality and
Scientific
Excellence
Together

GLA online course for PhD and Master's level students



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2020 Framework Program for Research and Innovation under
Grant Agreement no **101006560**.

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Abbreviations

ERA – European Research Area

GIA - Gender Impact Assessment

GIA CoP – GIA Community of Practitioners

HEI – Higher Education Institution

RRI – Responsible Research and Innovation



Executive Summary

The Gender Impact Assessment (GIA) online course is one of the various methods to add knowledge on and teach how to disseminate and incorporate sex, gender, and intersectionality dimensions into the design of new research projects. In this demonstrator in your hands, we illustrate GIA online training intended for Master's and PhD students as well as PostDoc researchers in the RESET project universities.

The RESET GIA guidelines, including the GIA checklist, and the GIA protocol were co-designed to inform and assist higher education institutions in setting up a support system for local researchers to assist them in including gender dimension into a research content. GIA has a clear message about the importance of including the gender dimension in research - namely the requirement for strong objectivity that Sandra Harding introduced already in 1986 in her renowned book *Science Question in Feminism* (Harding, 1986). Sex, gender, and intersectional dimensions – and their significance for the entire research process – starting from its design of excellence, implementation, and impact are unavoidable. We simply cannot afford to make bad science, as Londa Schiebinger puts it (2011-2020), thus we need to include sex, gender and intersectional dimensions in our research and acknowledge them as central for accurate knowledge production. Thus, intersectional gender-responsibility (Heikkinen et al., 2020) or further response-ability (Barad, 2000; Higgins, 2021) - an ability to respond with care - should be at the core of ethically sound knowledge production and higher education for a sustainable future.

Mainstreaming gender dimension in research content is a real challenge due to a lack of experts having sufficient research-based training in the area e.g. in interdisciplinary women's and gender studies, and feminist epistemologies. Furthermore, it is important to notice that all higher education institutions within the European Research Area do not yet have a chair in gender studies. Consequently, an appropriate scholarship is lacking from various HEI's resulting in a hindrance to gender equal scientific excellence and ethical gender response-ability and sustainability in science.

The RESET GIA is an approach that was originally intended and designed to be used in a consultation session with trained gender expert/-s on the field/-s. However, due to shortage of gender experts within European HEIs, a research group or a lab may also conduct GIA of their research project independently e.g. by using the GIA checklist as a heuristic tool to gain new views by assessing the gender dimension in their research project.

The utmost intention of GIA is to advance science and society at large, but it also contributes to the success of research teams' proposals, gender response-able research projects, and ethically sound practices in the HEIs, as well as individual researchers' competences to conduct scientific research with excellence.

The deliverable in your hands is a demonstrator, and it provides a brief description of the GIA online course, which consists in four consecutive modules. The GIA course content is constructively aligned to produce an in-depth understanding of what GIA is, why it is needed, how it is done and how to estimate the results of the GIA. The ultimate goal of GIA online training is to provide a deep learning process on gender impact assessment, thus requiring a hands-on approach and acquaintance with the central GIA tool - the GIA checklist. The aspired deep learning process aims to provide competencies that enable the participants to apply the GIA method independently as part of their normal work routine as systematically analytical researchers.

Table of contents

1. Introduction to the GIA online course development	4
2. The core content of the GIA online course	7
2.1. Module 1: Introduction to the Gender Impact Assessment (GIA)	9
2.2. Module 2: Core Concepts in the GIA - Sex, Gender, and Intersectionality	9
2.3. Module 3: Examples – the GIA cases	10
2.4. Module 4: The GIA Process	11
3. Conclusions on needs for GIA training	12
3.1. Recommendations	13
Literature	14
APPENDIX 1 - The GIA online course structure - an overview	16
APPENDIX 2 - The GIA online course assignments commentary	17
APPENDIX 3 - The GIA checklist for research proposals (initial)	19
APPENDIX 4 - The GIA online course feedback questions	23

1. Introduction to the GIA online course development

This chapter describes the GIA online course demonstrator development as part of university training for researchers.

The purpose of the GIA online training is to develop, pilot, and evaluate training suitable for the younger generation of researchers on Gender Impact Assessment (GIA) and GIA tools developed within the RESET project. Previously training for such purposes has been developed in the European Commission funded projects such as Gender NET Plus¹, Gender STI² and GEECCO³ as noted already in SheFigures 2021 (SheFigures2021, 262). Importantly such institutional gender equality training can be initiated, funded, managed, co-designed and delivered by institutional actors themselves. For instance, Professor Anna Wahl led such a process in KTH Stockholm, Sweden. Among other activities they also co-created "A necessity bag"⁴ - online training materials - texts and videos on gender equality and diversity available for all staff members and students. The GIA online training, pilot and evaluation work has been developed during the whole project duration 2021-2024 and is now briefly demonstrated in this deliverable.

The RESET project tackles the challenge by mainstreaming GIA into the design of new research projects of the participating universities. The RESET GIA guidelines and protocol were co-designed to inform and assist institutions in setting up a support system for local researchers. These GIA tools are presented in previous deliverables D7.1 Gender Impact Assessment Guidelines, and D7.2 Gender Impact Assessment checklist and protocol in all the project languages.

RESET WP4 entitled "Train communities towards equality and settle new standards" focused on providing tailor-made training for all RESET partners by considering the specific needs of all partners resulting from different national, institutional, and sociocultural contexts. The main objective of such training was to make the academic communities aware of gender-based discriminatory practices at the university, as well as to demonstrate and promote the tools to counteract the processes of exclusion occurring as a result of the reproduction of structural gender relations and values (GEAR tool). Furthermore, the training addressed the need for implementing the gender dimension in research across disciplines and research fields, thus preparing a favourable ground for introducing anti-discrimination mechanisms and Gender Equality Plans to prevent unequal treatment of women and men in the academia. Training engaged the whole university community in creating the academic culture of equality, beyond the affected groups (inclusive approach). The WP4 produced a comprehensive RESET training toolbox, which also includes two modules on GIA. The GIA online training pilot was not included in the WP4 (only on-site training for various groups of academic community), but it was developed and implemented in WP7 in collaboration with WP4.

¹ <https://gender-net-plus.eu/>

² <https://www.gender-sti.org/>

³ <https://www.gesis.org/en/cews/projects/project-archive/geecco>

⁴ <https://intra.kth.se/en/styrning/jamstalldhet/necessaren>

The general principle of GIA approach related work was to ensure new generations' capabilities to carry out responsible research and innovation (RRI), which the European Commission has set as an important target for European higher education institutions as well as for the European Research Area as a whole.

In order to meet this requirement of RRI, the local RESET teams provided the GIA training for Master's and PhD students and postdoc researchers in each RESET university including various laboratories. For Master's students, this same content was produced and piloted. It is important to notice that GIA training has been developed and piloted during the entire RESET project, in various phases, with diverse participants and contexts. For instance, GIA has been implemented with many postdoc research groups in various workshops. Moreover, Research Support Services were engaged with the GIA implementation near the launch of Horizon Europe in 2021. Then the gender dimension was included in the European Commission's grant application form. It became mandatory for applicants to explain how gender has been considered in the excellence part of the project. The Research Support Services within universities were instructing principal Investigators to consider the gender dimension in the research content. Simultaneously, the gender dimension in the research content was mainstreamed and included in other courses. Such GIA contents were taught for PhD students in the context of a Scientific Inquiry and Research Ethics course, and for Master's students in a Gender Equality as A Diverse Phenomenon course.

The teaching development process of GIA online training has been research-based. Throughout the GIA checklist development and its implementation we have studied challenges and opportunities that researchers may encounter with the GIA checklist implementation (Iivari et al. 2023; Durall et al. 2023). Furthermore, research has been informing the pedagogical approach selected for the GIA online course. This means that socio-constructivist learning theories have been informing the online training development in order to support the participants' deep learning process (Marton & Säljö, 1976).

Furthermore, as the GIA online course is additional content for students, it is important to consider that the length of the online course does not result in overburden for students. Thus 1 ECTS was considered both maximum and minimum. In the aim to provide an effective learning experience for all participants during a one week - total of 27 hours (1 ECTS course) - the pedagogical approach selected to be used during the online course emphasises hands-on approach and meaning-making by making connections from and in between the individual, institutional, societal, global and epistemological spheres.

The online learning platform has a modular structure, so that the content is divided into smaller, i.e. easier to learn areas. Each module has a basic introductory text, selected videos to diversify learning materials for more comprehensive learning, discussion forums for student groups to clarify the content, and assignments that aim to ensure the participants learned the core content and are capable of applying it in their everyday settings, and additional reading.

The GIA online training pilot is delivered via the Moodle platform, which is a commonly used platform at the University of Oulu. Moodle can be defined as a *“Learning Management System (LMS) designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments.”* (Moodle, About Moodle https://docs.moodle.org/404/en/About_Moodle, accessed 11.9.2024).

2. The core content of the GIA online course

This chapter provides a brief description of the GIA online course, which consists of four consecutive modules.

The GIA course content is constructively aligned to produce an in-depth understanding of what GIA is, why it is needed, and how it is done. The ultimate goal of GIA online training is to provide a deep learning process on gender impact assessment, thus requiring a hands-on approach and acquaintance with the central GIA tool - the GIA checklist. Deep learning provides competencies that enable participants to apply the GIA method independently as part of their normal work routine.

Table 1: The GIA online course modules

Module 1: Introduction to Gender Impact Assessment (GIA)
Module 2: Core Concepts in GIA - Sex, Gender, and Intersectionality
Module 3: Examples – GIA cases
Module 4: The GIA Process

Course description

Gender Impact Assessment in Research is a pilot course for Master's and PhD students. The main aim of the course is to introduce the gender impact assessment tools developed in the RESET project for the younger generation of researchers.

Learning outcomes

Course participants will learn to:

- critically assess inclusive knowledge production processes and knowledge claims.
- understand the importance of gender impact assessment of research for research results.
- acknowledge the core concepts related to GIA.
- implement gender impact assessment of research.

Contents

- Why GIA?
- What - Core concepts: Sex, Gender and Intersectionality
- How - Learning from Case studies
- Applying GIA to one's own research

Learning activities

Learning activities include reading course materials, written individual assignments and group discussions online.

Learning activities are designed and arranged for a small group led by a teacher/researcher who can follow some of the learning process, discuss with students in a dedicated forum area, and provide explanation on the used pedagogical choice.

Proposal for a course schedule

Orientation in Zoom 1 h, independent reading and video viewing 4 x 2h, individual assignments 4 x 2h, group assignments 4 x 2h and reflective feedback 2 h = 27h.

Week	Mon	Tue	Wed	Thu	Fri
week 1	Orientation + Module 1	Module 2	Module 3	Module 4	Completion of tasks + Feedback

In each module

- post a comment on the discussion board of your own university
- complete the individual assignment
- provide feedback

Feedback

GIA online training is a pilot course. Feedback is important for the further development of the course during the rest of the project as well as afterwards. Therefore, we require constructive feedback as a part of the course assignment that all RESET project participants are required to provide by the end of the year 2024, and other participants always at the end of the course. An appendix will be added later summarising the feedback received until the end of the year 2024.

Course evaluation

Pass / Fail.

Criteria

Completion of all assignments by the deadline.

2.1. Module 1: Introduction to the Gender Impact Assessment (GIA)

The first module aims to clarify the motivation for gender impact assessment in research projects and to provide answers to the WHY question, i.e., Why consider sex, gender and intersections in scientific knowledge production in the first place? The module helps participants to learn the importance of GIA in research.

GIA has a clear message about the gender dimension in research - namely the sex, gender, and intersectional dimensions – and their significance for the entire research process – starting from its design of scientific excellence, implementation of the research process, and impact of research results. GIA is a tool that a research group may use independently to gain new views by assessing the gender dimension in their research project. GIA will contribute to the success of individual researchers' research projects, research teams' proposals and organisations, and advance science and society at large.

Assignment 1: Gender observations in one's own university

In this assignment, write briefly about:

- What actions have you noticed at your university that address gender or promote equity?
- What such actions could still be taken at your university? Are there any challenges or shortcomings your university could further improve in achieving gender equality?
- Finally, reflect on your gender awareness. In which situations have you observed the influence of gender, and where might you still have room for improvement?

Please note, a commentary on the assignment questions, and the expected answers are included in the appendix 2.

2.2. Module 2: Core Concepts in the GIA - Sex, Gender, and Intersectionality

The second module introduces and defines the core concepts needed in GIA analysis. The concepts are sex, gender, and intersectionality. It is crucial to clarify and elaborate the meaning of the concepts sex, gender, and intersectionality as they are so often used interchangeably and their meanings may often overlap in everyday use. The second module answers the question WHAT i.e. What do we know about the topic of research from the point of view of sex differences? What if the differences are socially constructed and thus gendered? What social categories and their intersections are relevant in the aim to appropriately understand the research topic.

Gender can be defined in several different ways, including biological, social, or a combination of these. Social gender has been seen as an essential element of social relations and as a primary way of representing power relations. Intersectionality as a term addresses the fact that several social categorisations are often present simultaneously. Therefore, tools such as the Wheel of Power help us to identify possible

biological and social categories present in each case and to elaborate in more detail how they intersect.

Assignment 2: Analysing one's own positionality

In this assignment, participants will explore their own social position using the "Wheel of Privilege" tool. This tool helps to visualise and analyse various dimensions of power and privilege in society. By reflecting on where participants stand within these dimensions, they can gain insights into how these factors shape their experiences, opportunities, and perspectives. Participants are asked to analyse their own positionality by using the Wheel of Privilege and the questions below.

- Where do you position yourself on the Wheel of Privilege?
- Do you find yourself in a position of advantage or disadvantage in any specific category?
- Do you feel that this position has influenced your experiences or opportunities?
- What thoughts or reflections does the Wheel of Privilege tool evoke in you?

2.3. Module 3: Examples – the GIA cases

Module 3 provides an overview of various ways to implement GIA in research. It answers the HOW question i.e. How to practically use the GIA checklist as a heuristic tool to analyse sex, gender and intersections in one's own research? How to assess and valorise the meaning of sex, gender and intersections within scientific excellence, practical implementation and impact of results?

Descriptions of practical research projects lead course participants to see what is the difference that GIA produces in scientific excellence, implementation, and impact of research. Original articles are also included to illustrate how to write articles that explicitly take sex, gender and intersectional dimensions into consideration as advised in SAGER guidelines (Heidari et al., 2016).

There is not a "one-fit-all" formula to include gender analysis in each research project but these examples may give the researchers some ideas of what to consider when planning their own research and conducting gender impact assessment of it. These cases of real research projects successfully include gender dimensions in their work. The cases presented here are starting points for further studying and questioning of gender norms, bias, and research gaps. The case examples include a description of the case and how the gender dimension has been incorporated there, a short summary of the highlights of the case, questions to consider based on the example and RESET GIA Checklist, suggestions for further reading, and references.

Assignment 3: Elaborating GIA within cases

In this assignment, choose one case study to examine. Give a brief analysis with the help of the following questions:

- What did the inclusion of sex, gender, or intersectionality contribute to the research? What might have been missing if these perspectives had not been included? How does the inclusion of sex, gender, or intersectionality influence the research?
- Do you think any additional gender dimensions could have been included in the case study?
- What was the significance of the Gender Impact Assessment in the case study?

2.4. Module 4: The GIA Process

The final module of the online course instructs course participants to assess the gender dimension of their own research project. It also serves as a practical test for course participants on the learned content and its application and thus focuses on deep learning.

The focus of the gender impact assessment is on scientific excellence and inclusion of it in the implementation of the research project. The process also leads to pondering the impact of one's own research on wider society, for instance, its possible impact for improving gender equality.

The module provides a brief definition of what GIA is also regarding what intersectionality means. It clarifies that the Gender Impact Assessment (GIA) is an *ex-ante* evaluation of sex and gender dimensions in research activities and products. GIA aims to determine the degree of sex and gender responsibility of a research proposal. GIA questions, analyses, sensitises, and integrates sex and gender into research where appropriate, and it also challenges to consider simultaneously intersecting social categories. GIA will contribute to the success of individual researchers' research projects, research teams' proposals and organisations, and advance science and society at large. GIA is a mandatory requirement across the Horizon Europe Work Programme by default, unless it is duly justified that sex and/or gender aspects are not relevant.

Assignment 4: GIA of your own study

Use the GIA checklist and analyse your research project from a sex, gender, and intersectional point of view and write a brief half-page analysis of your notions. You can adapt the questions to suit your study and focus on the most relevant aspects of your work. The goal is to understand how the impact of gender, and impact of other intersections can affect different stages of your research and how they can be addressed as comprehensively as possible.

3. Conclusions on needs for GIA training

This chapter concludes the need and the purpose of GIA online training, and presents a list of recommendations for universities to consider in the aim to set i.e. institutionalise and operationalise GIA as part of regular practise.

In this demonstrator in your hands, we illustrated GIA online training intended for Master's and PhD students as well as PostDoc researchers in the RESET project universities.

Currently, there is scarce information available on the inclusion of gender dimension and intersectionality in various Master's and PhD curricula. Thus, further research and general mapping are needed.

The Gender Impact Assessment (GIA) online course and training is one of the various methods to add knowledge on and teach how to disseminate and incorporate the sex, gender, and intersectionality dimensions into the design of new research projects. In this demonstrator in your hands, we illustrated GIA online training intended for Master's and PhD students as well as PostDoc researchers in the RESET project universities.

The RESET GIA guidelines (D7.1), the GIA checklist, and the GIA protocol (D7.2) were co-designed to inform and assist higher education institutions in setting up a support system for local researchers to implement gender impact assessment of their research projects. GIA has a clear message about the importance of including the gender dimension in research - namely the requirement for strong objectivity that Sandra Harding introduced already 1986 in her renowned book *Science Question in Feminism* (Harding, 1986). Sex, gender, and intersectional dimensions – and their significance for the entire research process – starting from its design of excellence, implementation, and impact are unavoidable. We simply cannot afford to make bad science, as Londa Schiebinger puts it (2018), by not including these central knowledge production dimensions in our research. Thus, intersectional gender responsibility or even response-ability - an ability to respond with care (Heikkinen et al., 2020) - should be at the core of ethically sound knowledge production.

Mainstreaming gender dimension in research content is a real challenge due to a lack of experts having a research-based training in the area, e.g. in interdisciplinary women's and gender studies, and feminist epistemologies. All higher education institutions within the European Research Area still do not have a chair in gender studies, nor Gender Studies Institutes, and thus appropriate scholarship is lacking from various HEIs resulting in a hindrance to scientific excellence and ethically gender response-able science.

The GIA is an approach that was originally intended and designed to be used in a consultation session with trained gender expert/-s on the field/-s. However, due to the shortage of gender experts within European HEIs, a research group or a lab may also conduct GIA of their research project independently, e.g. by using the GIA checklist as a heuristic tool to gain new views by assessing the gender dimension in their research project.

The utmost intention of the GIA is to advance science and society at large, but it also contributes to the success of research teams' proposals, gender response-able research projects, and ethically sound practices of the HEIs, as well as individual researchers' competences to conduct scientific research with excellence.

3.1. Recommendations

- ★ The gender impact assessment of a research content could and should be included in any research methodology and epistemology (philosophy of science) course.
- ★ The GIA online training can be adapted to any research methodology or epistemology course.
- ★ All students should know what is meant with the terms and concepts of sex, gender, gender equality, equity, gender-consciousness, gender awareness, gender response-able and intersectionality - so they would be capable of responding to these questions critically and with sophisticated analysis as knowledge producers.
- ★ The GIA courses can be further created in collaboration with local GIA Community of Practitioners (CoP) consisting of participants from laboratories, research support services, gender studies personnel, impact helpers as well as research funding experts and organisations.
- ★ Local multidisciplinary and/or transdisciplinary examples of real research cases with the GIA are encouraging learning materials for the GIA training and the GIA courses, so keep on tracking them institutionally.
- ★ HEIs shall provide GIA training to research support services and in collaboration with them to the research community, as they are in touch with all active PIs who are seeking funding e.g. from the European Commission.
- ★ The GIA can also be successfully introduced in the syllabi of MA and PhD seminars.
- ★ Inclusion of transdisciplinary Gender Studies scholars to diversity of Faculties.
- ★ Further research is needed on the inclusion of the gender dimension in curricula, HEI teacher's training and competences on including the gender dimension in the teaching content, and mapping of the situation in the European Higher Education Area.

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APPENDIX 1 - The GIA online course structure - an overview

Moodle

[GIA Gender Impact Assessment](#)



Gender Impact Assessment (GIA) course 1 erts = 27 hours of student's work

1. Introduction - Why?

2. Gender Impact Assessment (GIA) - What?

Definitions

Sex

Gender

Gender and intersecting differences

3. Structures – Processes – Resources - How?

A. Institutional support – research support services

B. Epistemological considerations / European Commission's requirements in grant application

C. Education and training of the GIA - checklist

4. Examples – GIA cases

STEM – LIFE - SSH - MULTI

Gendered Innovations

5. Assignment – own research

Application phase

Master's thesis

PhD thesis

APPENDIX 2 - The GIA online course assignments commentary

Assignment 1

Q1: What actions have you noticed at your university that address gender or promote equity? Students could explore their university's website to find content that promotes gender equity and provide specific examples. They might identify any guidelines or principles related to equity and equality, reflecting on how and where this information is communicated, such as through websites or official documents.

Q2: What such actions could still be taken at your university? Are there any challenges or shortcomings your university could further address to achieve gender equality? Students and staff might not be familiar with current policies, there may be limited representation of different genders in leadership roles, or there might be insufficient support and resources for underrepresented groups. Students could also consider whether there have been instances of discrimination or harassment at their university and if there is any room for improvement with handling these issues.

Q3: Finally, reflect on your gender awareness. In which situations have you observed the influence of gender, and where might you still have room for improvement? Students could identify instances where they recognized biases related to gender and evaluate how these biases may have influenced their assumptions about others. They could also think about how gender biases may have affected their judgments or interactions with people. Additionally, they might reflect on areas where they believe they could improve their understanding of gender issues, such as enhancing their knowledge about gender diversity, challenging stereotypes, or becoming more open to different perspectives.

Assignment 2

Q1: Where do you position yourself on the Wheel of Privilege? Students can observe where they position themselves on the wheel of privilege. There are different sections on the wheel that students can use to help themselves recognise their own power relations.

Q2: Do you find yourself in a position of advantage or disadvantage in any specific category? Students can analyse in which categories they are in a position of privilege and in which categories they are less privileged, and in how many categories they hold power or are far from it.

Q3: Do you feel that this position has influenced your experiences or opportunities? Students might consider how these aspects influence their experiences in various contexts, such as academics, social interactions, or professional opportunities. Additionally, students could explore how these advantages or disadvantages have

affected their personal and academic growth, as well as their overall sense of belonging within the university community or other communities.

Q4: What thoughts or reflections does the Wheel of Privilege tool evoke in you?

Students could explore whether it has encouraged them to re-evaluate their own position within various social categories.

Assignment 3

Q1: What did the inclusion of sex, gender, or intersectionality contribute to the research? What might have been missing if these perspectives had not been included?

How does the inclusion of sex, gender, or intersectionality influence the research? In responding to this question, students could reflect on how the inclusion of sex, gender, or intersectionality contributed to the depth and understanding of the research. They might consider what specific insights or perspectives were gained by incorporating these concepts.

Q2: Do you think any additional gender dimensions could have been included in the case study?

Students might consider if the study could have benefitted from exploring more diverse gender identities or the intersection of gender with other social categories, such as ethnic background, socioeconomic status, age etc.

Q3: What was the significance of the Gender Impact Assessment in the case study?

Students might consider how this assessment helped to identify and address gender-related issues, biases, or inequalities within the study's context.

Assignment 4

Use the GIA checklist and analyse your research project from a sex, gender, and intersectional point of view and write a brief half-page analysis of your notions. You can adapt the questions to suit your study and focus on the most relevant aspects of your work. The goal is to understand how gender impacts can affect different stages of your research and how they can be addressed as comprehensively as possible.

Students should use the Gender Impact Assessment (GIA) checklist to critically analyse their research. They might adapt the checklist questions to best fit their specific study, focusing on the most relevant aspects. Students could reflect on how gender-related factors may influence different stages of their research. The analysis could also explore how gender dynamics might shape the outcomes and impact of the research, and consider how these influences could be addressed more comprehensively to ensure inclusivity and equity.

APPENDIX 3 - The GIA checklist for research proposals (initial)

Please note GIA checklist language versions (FI, FR, GE, GR, PL, PT) are available in a RESET deliverable D7.2, available in Zenodo: <https://doi.org/10.5281/zenodo.6906348>

Heikkinen Mervi, Paoletti Marion, Radchuk Maryna, Junca Ninon, Lopes Alexandra, Matias Marisa, Magalhães Sara, Rozalska Aleksandra, Karachaliou Elena, Niebel Viktoria, & Forest Maxime. (2022). GIA checklist and protocol in all project languages (1.0). Zenodo.

NOTE: The latest interactive online version of the GIA checklist is co-created and set up by AUTH and it is available through following link: <https://toolkit.wereset.eu/#/gia-checklist>

GIA CHECKLIST for RESEARCH PROPOSALS (initial)

1/3 EXCELLENCE - PLANNING PHASE of the RESEARCH

The excellence criterion focuses on the clarity and pertinence of the project's objectives, and the extent to which the proposed work is ambitious, and **goes beyond the state-of-the-art**. The soundness of the proposed methodology, including the underlying concepts, models, assumptions, interdisciplinary approaches, **appropriate consideration of the sex and gender dimension in research and innovation content**, and the quality of open science practices including sharing and management of research outputs and engagement of citizens, civil society and end users where appropriate are under the scope.

Check if you have the sex and gender dimensions in research and innovation content properly taken into account e.g. topic choice, literature review, knowledge gaps, research question.

- I have conducted a **literature review** and included sex and gender in my keyword search. YES NO I don't know Not applicable
- I take into consideration the diversity of quoted authors (sex, geographical origin, ...) YES NO I don't know Not applicable
- I indicate the first name of the authors in the bibliography. YES NO I don't know Not applicable
- I considered gender implications in how I have elaborated my **research question** and my **research goals**. YES NO I don't know Not applicable
- When thinking of the **research or data gaps**, I consider how gender may play a role in producing such gaps. YES NO I don't know Not applicable



- I plan to include **sex and gender disaggregated data**. YES NO I don't know Not applicable
- If any differences exist in sex disaggregated data, I ask myself whether these differences are influenced by gender roles in society. YES NO I don't know Not applicable
- My way to interpret sex disaggregated data (if they exist) includes self-reflection on the influence of stereotypes and unconscious biases. YES NO I don't know Not applicable
- I consider diverse (gender, sex, age, origin,...) communities in the **sampling**. YES NO I don't know Not applicable
- I have considered the **gender-specific risks** associated with this research and I have designed measures to mitigate against these risks. YES NO I don't know Not applicable
- I have verified existing **gender theories** that concern the subject of my research. YES NO I don't know Not applicable
- I include a **gender expert/expertise** in my team. YES NO I don't know Not applicable

2/3 IMPLEMENTATION - EXECUTION PHASE of the RESEARCH

The implementation criterion analyses the quality and effectiveness of the work plan, assessment of risks, and appropriateness of the effort assigned to work packages, and the resources overall. **The capacity and role of each participant**, and the extent to which the consortium as a whole brings together the **necessary expertise** is evaluated in this section.

Check if you have the sex and gender dimension in the quality and effectiveness of the work plan properly considered.

- I am collecting/using gender-disaggregated **data** whenever possible. YES NO I don't know Not applicable
- I have designed **data collection tools** to take into account and challenge gender stereotypes and social and cultural factors that may introduce gender bias into the data. YES NO I don't know Not applicable

Check the way how you are planning to assemble the research team and means to influence in advance towards a balanced composition of the research team.



- My research team is balanced in terms of sex and diversity (nationality, age, origin, status, academic age...). YES NO I don't know Not applicable
- I have considered the gender balance in the **project consortium or team**. YES NO I don't know Not applicable
- I have considered sex, gender, and diversity dimensions in the recruitment, job descriptions, and career paths of research group members. YES NO I don't know Not applicable
- I will create opportunities throughout the research cycle to be **reflexive and aware** of my own and my team's gender assumptions, biases, and power as researchers. YES NO I don't know Not applicable
- There are dimensions other than sex/gender that are important to consider. YES NO I don't know Not applicable
- Even if the team is not obviously diverse (e.g.: all members come from the same field, gender, ethnicity,...), I take into account the points of view and experiences of all social groups. YES NO I don't know Not applicable
- In my team, all points of view are heard and all members are listened to. YES NO I don't know Not applicable
- Tasks in my team are circulated or distributed in a way that does not reproduce **gender stereotypes**. YES NO I don't know Not applicable
- Researchers trained in gender studies are included **in the research** team. YES NO I don't know Not applicable

3/3 IMPACT - DISSEMINATION PHASE of the RESEARCH

The impact criterion assesses the credibility of **the pathways to achieve the expected outcomes and impacts** specified in the work programme, and the likely scale and significance of the contributions due to the project. The suitability and quality of the measures to maximise expected outcomes and impacts, as set out in the dissemination and exploitation plan, including communication activities will be evaluated.

Check if you have taken the sex and gender dimensions in the pathways, impacts, and contributions properly into account.

- I am using appropriate **terminologies and language** that do not reflect gender stereotypes and that do not assume only two genders. YES NO I don't know Not applicable
- All research outputs will be verified for use of appropriate terminologies and language that do not reflect gender stereotypes and that do not assume only two genders. YES NO I don't know Not applicable



- When considering authors, inviting keynotes, planning publications, and providing visibility for researchers and their work on websites I pay attention to **gender balance**. YES NO I don't know Not applicable
- I valorise all the members of the research team in the dissemination phase (authors, publications, website, keynote,...). YES NO I don't know Not applicable
- The sex/gender dimension is included in the presentation of findings. YES NO I don't know Not applicable
- Research reports/publications/outputs will be revised by a gender expert. YES NO I don't know Not applicable
- I have included **gender equality training** for the project staff. YES NO I don't know Not applicable

Check the societal effects of my research.

- I consider that the results of my research (project) can have different effects on men and women, boys or girls. YES NO I don't know Not applicable
- My research can contribute to the advancement of gender equality in society. YES NO I don't know Not applicable

APPENDIX 4 - The GIA online course feedback questions

Feedback after each of the Modules 1-4

You can leave your feedback for the module here.

Q1: What are your thoughts on the module?

Q2: Was anything difficult?

Q3: Was it easy to follow?

Q4: Do you have any suggestions for improving the module?

Final feedback

The final task of the course is the feedback. Please take time to answer the feedback questions, as this is crucial for improving the course. Thank you for participating!

Q1: How would you rate your overall experience with this pilot course?

Q2: Was the course structure clear and easy to follow?

Q3: Was the amount of material provided too much, too little, or just right?

Q4: How was the workload? Was it balanced/manageable, too much, or too little?

Q5: Did the course help you develop any new skills or perspectives?

Q6: Is there anything else you'd like to share about your experience with this course?